

Jan. 27, 2017

Good afternoon,

Welcome back for the start of the spring semester. I'm happy to see the increased activity on campus. Here are a few updates:

**Strategic Planning.** The strategic planning task force met on Wednesday to discuss the findings from approximately 1,000 responses to questions about Frostburg State's future. I've asked the co-chairs to prepare an update for the university community about the six "themes" that emerged on Wednesday. There was quite a bit of consensus from the many different groups of individuals.

**Accreditation.** Our report on accreditation is in draft form. A team from Middle States will be on campus on March 30 and 31 to discuss the report. More on the schedule will come later as we finalize the visit. I have attached the results of this past year's NSSE survey (National Survey on Student Engagement). This national survey goes to first-year students and seniors. I hope everyone has a chance to review, and we can discuss the findings at a future listening session. Thank you to the students who completed the survey.

**Listening Sessions.** I have scheduled two listening sessions for February, Wednesday, Feb. 8, and Thursday, Feb 23. Both will be at 3 pm. We'll announce the location later in February. I'll be at Edgewood Commons on Thursday night, Feb. 9, for a roundtable discussion with students.

**Enrollment Strategies and Budgeting.** I have talked with faculty leadership to schedule meetings with the Faculty Senate, department chairs, and the Institutional Priorities and Resources committee (IPR) to discuss future recruiting and retention efforts as well as budgeting models for the future. I will be reaching out to both student and staff leadership to offer the opportunity to meet with them as well on both topics. I think we will benefit the more everyone understands the challenges and has the chance to offer suggestions.

**Budget and tuition.** Gov. Larry Hogan has recommended a budget that would set the tuition increase next year to 2%. I am very pleased with the governor's willingness to increase funding to FSU so that we can minimize the tuition increase. Other states are looking at increases higher than 2%. I attended the PACE (Positive Attitudes Change Everything) event in Annapolis last evening and this morning focusing on Western Maryland. Many legislators attended, including the governor, our two U.S. senators, and state legislators representing this area. I was especially pleased Senator Cardin mentioned Frostburg State University as an important asset in Western Maryland!

I hope everyone has a great start to the semester and a successful one!

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### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

#### Comparison Group

The comparison group  
featured in this report is

#### Peers

See your *Selected Comparison Groups*  
report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

#### Key:

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

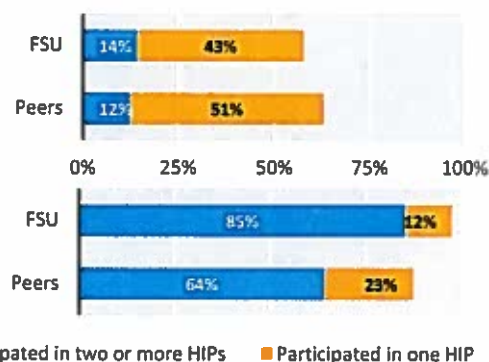
Theme	Engagement Indicator	Your students compared with Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	--	--
Experiences with Faculty	Student-Faculty Interaction	△	--
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	△	--
	Supportive Environment	--	--

### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

**First-year**  
Learning Community, Service-Learning, and Research w/Faculty

**Senior**  
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



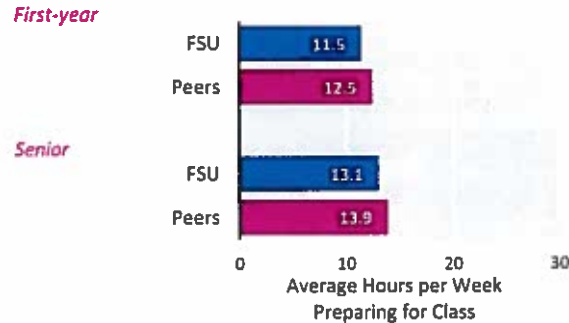
■ Participated in two or more HIPs ■ Participated in one HIP

### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

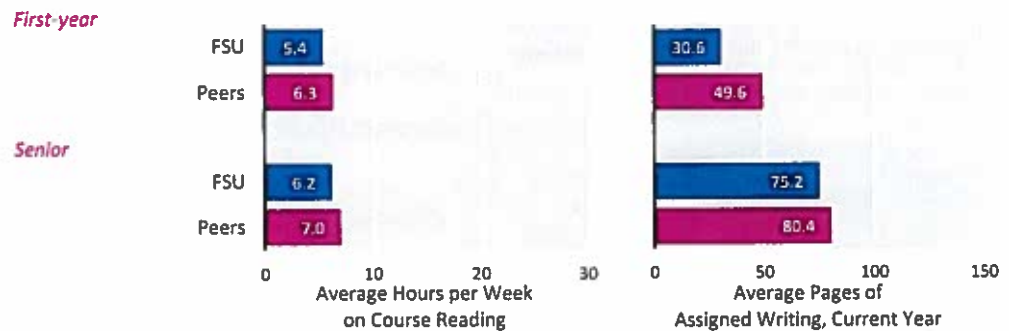
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



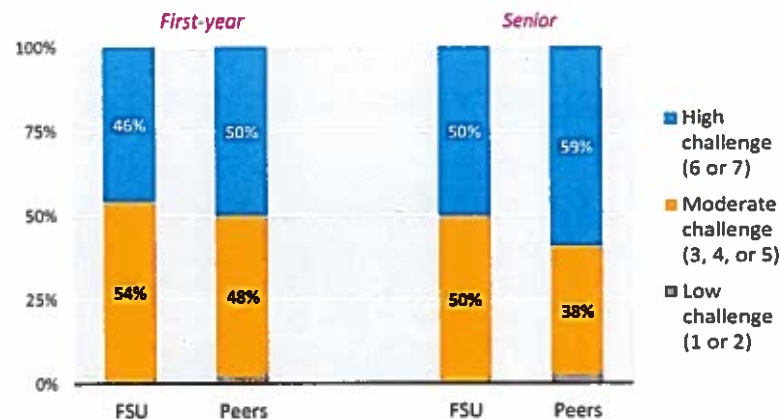
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



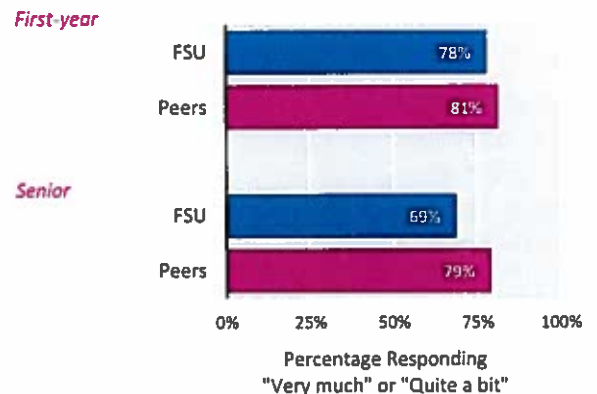
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



## Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

### First-year

#### Highest Performing Relative to Peers

Participated in a learning community or some other formal program where... (HIP)

Quality of interactions with academic advisors<sup>d</sup> (QI)

Reached conclusions based on your own analysis of numerical information (...) <sup>b</sup> (QR)

Worked with a faculty member on activities other than coursework (...) <sup>b</sup> (SF)

Quality of interactions with student services staff (...) <sup>d</sup> (QI)

#### Lowest Performing Relative to Peers

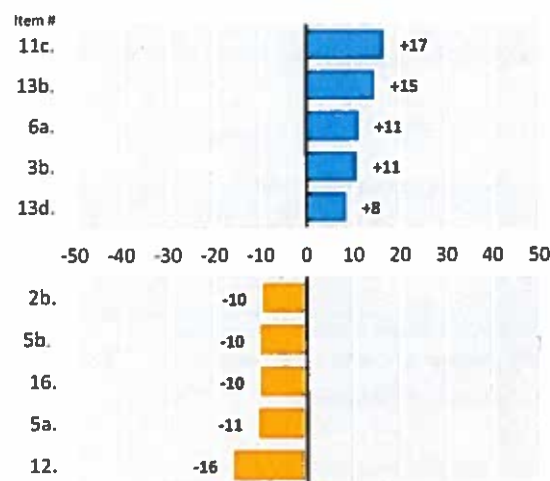
Connected your learning to societal problems or issues<sup>b</sup> (RI)

Instructors taught course sessions in an organized way<sup>c</sup> (ET)

Spent more than 10 hours per week on assigned reading<sup>f</sup>

Instructors clearly explained course goals and requirements<sup>c</sup> (ET)

About how many courses have included a community-based project (service-learning)?<sup>g</sup> (HIP)



Percentage Point Difference with Peers

### Senior

#### Highest Performing Relative to Peers

Completed a culminating senior experience (...) (HIP)

Participated in an internship, co-op, field exp., student teach., clinical placement. (HIP)

Worked with a faculty member on activities other than coursework (...) <sup>b</sup> (SF)

Participated in a learning community or some other formal program where... (HIP)

Worked with a faculty member on a research project (HIP)

#### Lowest Performing Relative to Peers

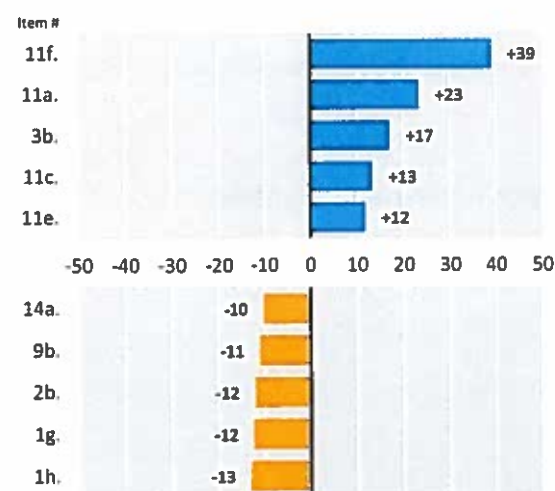
Institution emphasis on studying and academic work<sup>c</sup>

Reviewed your notes after class<sup>b</sup> (LS)

Connected your learning to societal problems or issues<sup>b</sup> (RI)

Prepared for exams by discussing or working through course material w/other students<sup>b</sup> (CL)

Worked with other students on course projects or assignments<sup>b</sup> (CL)



Percentage Point Difference with Peers

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

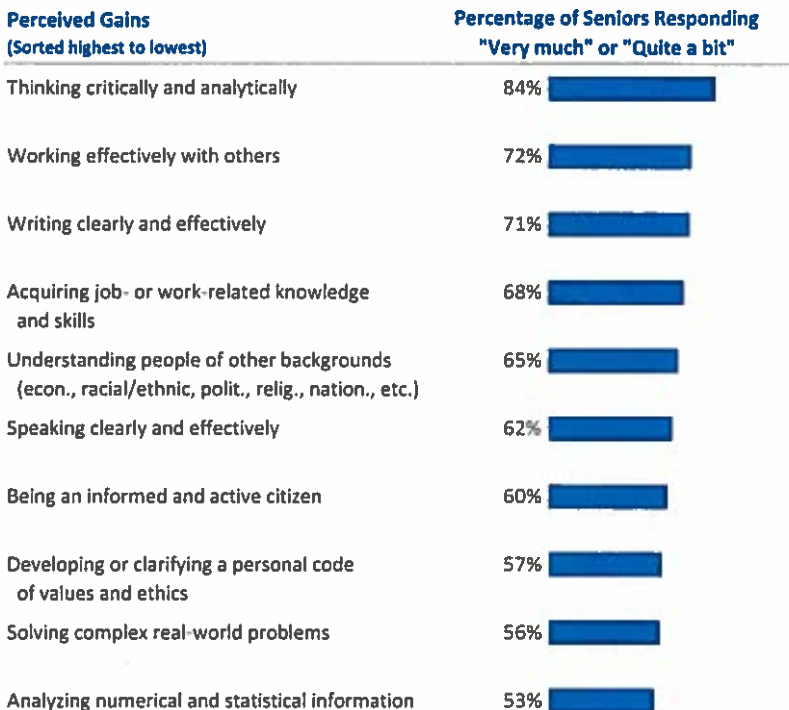
g. Estimate based on number of assigned writing tasks of various lengths.

### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

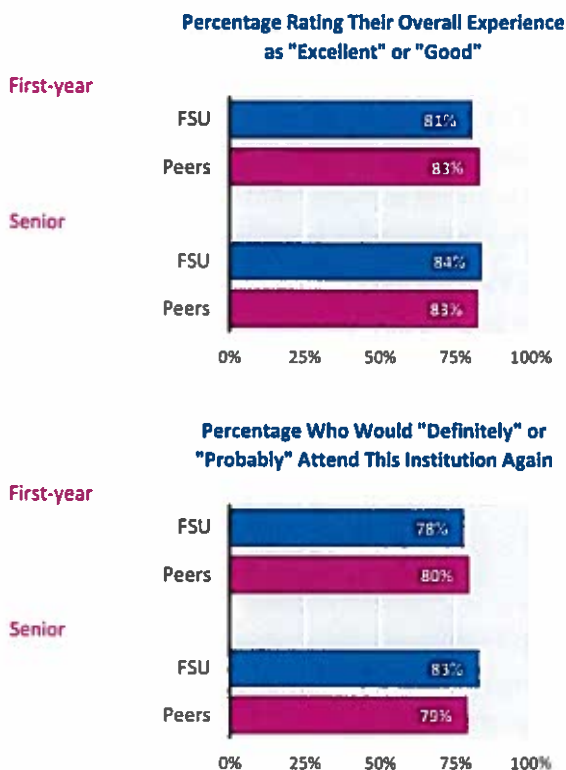
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.



#### Satisfaction with FSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	101	12%	61%	100%
Senior	79	18%	77%	87%

See your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize NSSE by participating in a topical module or a consortium. See our website for more information.  
[nsse.indiana.edu](http://nsse.indiana.edu)

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.indiana.edu](http://nsse.indiana.edu)